



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4301 W Fillmore, Phoenix, AZ 85043

Isaac Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Underperforming  
2004-05 Performing  
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Chad Gestson  
Schedule : 08:00 AM to 04:00 PM  
Grades : 6-8  
Web Address : isaacschools.org  
Phone Number : (602) 442-2850  
Fax Number : (602) 442-2897  
E-mail : cgestson@isaacschools.org

### Mission

Smith Middle School in partnership with students, families and community members, is committed to creating a community of readers, leaders, and achievers.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 N/A

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will meet and/or exceed grade level standards in reading and writing.
- ü Students will meet and/or exceed grade level standards in math.
- ü Students will meet and/or exceed grade level standards in science.

### Enrollment

October 1, 2005 School Year Student Enrollment : 284  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 10

### Instructional Programs

- Ü Core Academics
- Ü Media Technology
- Ü Visual Arts and Writing
- Ü Physical Education
- Ü ELL Instruction
- Ü Special Education On-Site

### Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/6/2005
Last Day of School :	6/14/2006

### Shared Responsibilities

#### School

Our responsibility to parents and students is to (1) communicate effectively and consistently, (2) set high academic standards for our students, (3) ensure the safety of every student, every day on campus, and (4) provide excellent customer service to all stakeholders.

#### Parents

Smith Middle School parents are responsible for promoting regular school attendance, acceptable school behavior, and high achievement expectations. Our students are responsible for regular school attendance, respectful behavior, and an attitude that demonstrates they are reading and willing to learn.

### Transportation Policy

Students who live in the attendance boundaries of Smith School and who reside more than one mile away are eligible for transportation to and from school.

### School Honors

#### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü John Hopkins University Talented Student Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	829	79327	100	98	98	457	486	518	58	34	19	30	28	20	12	33	46	NA	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	411	38961	100	98	98	453	490	520	70	32	16	24	29	20	7	33	48	NA	6	16
Male	54	415	40295	98	98	97	459	483	516	50	37	21	35	27	19	15	33	44	NA	3	16
African American	NC	11	4247	NC	100	98	NC	461	499	NC	64	27	NC	18	24	NC	18	41	NC	NA	8
Hispanic	95	787	32327	100	98	98	457	487	499	58	34	27	31	28	25	12	34	41	NA	5	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	NC	24	36373	NC	100	98	NC	483	538	NC	33	10	NC	38	14	NC	25	52	NC	4	25
Students with Disabilities	14	67	9321	100	81	87	426	444	467	100	72	54	NA	21	22	NA	7	21	NA	NA	3
Students without Disabilities	87	762	70006	100	100	100	462	490	524	52	31	14	34	29	19	14	35	49	NA	5	18
Limited English Proficient Students	52	286	9431	96	93	95	445	458	466	73	59	53	17	29	27	10	12	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	98	812	37097	97	96	97	456	487	498	58	33	27	31	28	25	11	33	41	NA	5	7
Non-Economically Disadvantaged	NC	17	42230	NC	NA	99	NC	456	535	NC	59	11	NC	24	15	NC	18	50	NC	NA	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	818	79501	100	97	98	444	469	497	41	20	10	40	39	25	20	40	60	NA	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	407	39062	100	97	99	444	474	502	39	17	8	43	37	23	17	44	64	NA	1	5
Male	54	408	40368	98	96	98	443	464	491	43	23	13	37	42	27	20	35	57	NA	0	3
African American	NC	11	4279	NC	100	99	NC	443	485	NC	55	14	NC	27	30	NC	18	54	NC	NA	2
Hispanic	95	776	32389	100	97	98	444	469	478	41	19	16	40	40	34	19	40	48	NA	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	NC	24	36446	NC	100	99	NC	476	516	NC	21	4	NC	33	15	NC	46	73	NC	NA	7
Students with Disabilities	14	56	9411	100	67	88	406	428	453	86	52	36	14	36	36	NA	13	26	NA	NA	1
Students without Disabilities	87	762	70090	100	100	100	450	471	502	33	18	7	44	40	24	23	42	65	NA	1	5
Limited English Proficient Students	52	277	9401	96	91	94	425	436	443	60	43	40	37	47	46	4	9	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	98	801	37183	97	95	97	444	469	479	42	19	16	39	39	34	19	40	49	NA	1	1
Non-Economically Disadvantaged	NC	17	42318	NC	NA	99	NC	438	513	NC	47	5	NC	41	17	NC	12	70	NC	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	844	80000	99	100	99	496	529	564	15	6	3	30	22	11	55	69	75	NA	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	418	39288	98	100	99	511	544	579	9	4	2	31	16	6	60	75	77	NA	6	16
Male	54	423	40644	98	100	98	482	514	549	20	8	4	30	28	15	50	63	74	NA	2	7
African American	NC	11	4307	NC	100	99	NC	491	551	NC	9	4	NC	64	13	NC	27	75	NC	NA	7
Hispanic	94	800	32672	99	100	99	494	530	548	15	6	4	31	21	14	54	70	76	NA	4	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	NC	25	36602	NC	100	99	NC	517	579	NC	8	2	NC	24	7	NC	68	75	NC	NA	16
Students with Disabilities	13	83	9919	93	100	93	426	478	505	38	12	9	46	51	35	15	37	54	NA	NA	2
Students without Disabilities	87	761	70081	100	100	100	506	534	571	11	5	2	28	19	7	61	72	79	NA	4	12
Limited English Proficient Students	52	298	9571	96	97	96	458	484	502	23	13	10	46	39	29	31	49	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	97	827	37534	96	98	98	495	531	547	15	5	4	31	22	15	54	69	76	NA	4	5
Non-Economically Disadvantaged	NC	17	42466	NC	NA	100	NC	448	578	NC	29	2	NC	24	7	NC	47	75	NC	NA	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	848	78546	100	96	97	501	512	543	42	28	15	19	28	18	38	41	52	1	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	408	38645	98	97	98	501	513	545	38	25	13	29	32	18	31	40	54	2	3	15
Male	55	437	39792	100	95	97	502	511	542	44	31	17	13	24	17	44	41	50	NA	3	15
African American	NC	18	4205	NC	90	97	NC	503	524	NC	39	22	NC	28	22	NC	33	49	NC	NA	7
Hispanic	95	810	31177	100	96	97	501	512	524	42	28	22	20	28	23	37	41	48	1	3	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	--	NC	4689	--	NC	95	--	NC	515	--	NC	28	--	NC	25	--	NC	43	--	NC	4
White	--	NC	36450	--	NC	97	--	NC	563	--	NC	7	--	NC	12	--	NC	57	--	NC	23
Students with Disabilities	17	78	8093	100	71	82	468	468	489	76	74	50	18	14	24	6	12	23	NA	NA	2
Students without Disabilities	81	770	70453	100	100	100	508	516	549	35	24	11	20	29	17	44	44	56	1	3	16
Limited English Proficient Students	58	338	9323	100	93	94	481	484	491	59	54	47	22	29	28	19	17	24	NA	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	96	840	34694	100	95	96	502	512	524	41	28	23	20	28	23	39	41	48	1	3	7
Non-Economically Disadvantaged	NC	NC	43852	NC	NC	99	NC	NC	559	NC	NC	10	NC	NC	13	NC	NC	56	NC	NC	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	837	79045	100	95	98	460	481	512	34	19	10	46	41	25	20	39	58	NA	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	402	38860	98	95	98	461	486	519	31	15	7	52	43	22	17	42	62	NA	1	8
Male	55	432	40075	100	94	97	460	477	505	35	23	12	42	41	28	24	36	54	NA	1	6
African American	NC	18	4250	NC	90	98	NC	483	500	NC	17	12	NC	44	31	NC	33	54	NC	6	3
Hispanic	95	800	31314	100	95	98	460	481	493	34	19	16	46	42	34	20	38	48	NA	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	--	NC	4719	--	NC	96	--	NC	489	--	NC	15	--	NC	39	--	NC	45	--	NC	2
White	--	NC	36730	--	NC	98	--	NC	532	--	NC	4	--	NC	16	--	NC	68	--	NC	12
Students with Disabilities	17	67	8552	100	61	87	445	452	463	47	37	35	53	46	40	NA	16	23	NA	NA	1
Students without Disabilities	81	770	70493	100	100	100	463	484	517	31	17	7	44	41	24	25	41	62	NA	1	8
Limited English Proficient Students	58	329	9355	100	91	95	440	452	456	52	40	37	45	51	48	3	9	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	96	829	34922	100	94	96	461	481	493	32	19	15	47	42	34	21	39	48	NA	1	3
Non-Economically Disadvantaged	NC	NC	44123	NC	NC	99	NC	NC	527	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	866	79657	100	98	99	492	530	566	20	8	3	26	16	8	55	76	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	415	39120	98	99	99	506	543	580	12	7	2	26	10	4	62	84	92	NA	NA	2
Male	54	448	40423	100	97	98	485	518	553	24	9	5	26	22	12	50	69	83	NA	0	1
African American	NC	20	4290	NC	100	99	NC	509	560	NC	15	4	NC	20	9	NC	65	86	NC	NA	1
Hispanic	94	824	31642	100	98	99	493	530	552	19	8	5	27	16	11	54	76	84	NA	0	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	--	NC	4760	--	NC	97	--	NC	547	--	NC	5	--	NC	14	--	NC	81	--	NC	0
White	--	NC	36929	--	NC	99	--	NC	579	--	NC	2	--	NC	5	--	NC	91	--	NC	2
Students with Disabilities	17	101	9069	100	92	92	452	474	508	35	17	11	29	37	30	35	46	58	NA	1	1
Students without Disabilities	80	765	70588	100	99	100	500	537	573	16	7	2	25	14	5	59	80	91	NA	NA	1
Limited English Proficient Students	57	351	9521	98	97	96	466	485	507	28	17	13	37	29	24	35	53	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	95	858	35341	99	97	97	495	530	551	18	8	5	26	16	12	56	76	83	NA	0	0
Non-Economically Disadvantaged	NC	NC	44316	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	5	NC	NC	90	NC	NC	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	817	78400	99	98	97	513	532	554	42	29	21	37	26	19	19	42	47	1	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	405	38686	100	97	98	519	530	554	36	28	20	38	28	20	26	42	49	NA	1	12
Male	31	408	39636	97	97	96	505	533	554	52	30	23	35	23	18	10	42	46	3	5	13
African American	NC	19	4193	NC	95	97	NC	507	533	NC	47	32	NC	26	23	NC	21	40	NC	5	5
Hispanic	77	755	30732	99	97	97	513	532	534	43	29	31	36	26	24	19	42	40	1	3	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	--	25	37038	--	93	97	--	539	575	--	36	11	--	8	14	--	48	56	--	8	19
Students with Disabilities	NC	49	7840	NC	74	81	NC	483	498	NC	71	60	NC	16	18	NC	12	20	NC	NA	2
Students without Disabilities	72	768	70560	99	100	99	517	534	560	38	27	17	40	26	19	21	44	50	1	3	14
Limited English Proficient Students	48	285	8956	98	95	95	499	504	502	58	50	56	31	29	25	10	21	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	78	809	33014	99	97	95	513	532	534	42	29	31	37	26	24	19	42	40	1	3	5
Non-Economically Disadvantaged	--	NC	45386	--	NC	99	--	NC	569	--	NC	15	--	NC	15	--	NC	52	--	NC	18

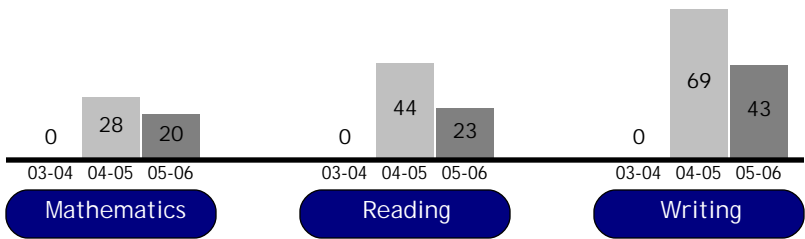
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	804	79179	99	96	98	472	492	519	31	16	11	46	44	27	23	39	58	NA	0	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	401	38974	100	96	99	485	496	524	15	13	8	49	44	25	36	43	61	NA	0	5
Male	31	399	40124	97	95	97	453	488	513	55	19	13	42	44	28	3	36	54	NA	0	4
African American	NC	19	4243	NC	95	98	NC	471	506	NC	37	14	NC	37	32	NC	26	51	NC	NA	3
Hispanic	77	743	30987	99	96	98	472	492	498	31	16	17	45	45	36	23	39	45	NA	0	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	--	24	37467	--	89	98	--	510	539	--	13	5	--	25	17	--	63	70	--	NA	8
Students with Disabilities	NC	36	8567	NC	55	88	NC	447	467	NC	53	39	NC	33	38	NC	14	22	NC	NA	1
Students without Disabilities	72	768	70612	99	100	99	475	493	524	26	14	7	49	45	25	25	40	62	NA	0	5
Limited English Proficient Students	48	278	9013	98	93	95	459	461	461	46	37	40	44	52	48	10	11	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	78	795	33345	99	95	96	472	492	499	31	16	17	46	44	36	23	39	46	NA	0	1
Non-Economically Disadvantaged	--	NC	45834	--	NC	99	--	NC	533	--	NC	7	--	NC	19	--	NC	67	--	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	824	79734	96	98	99	494	521	554	11	7	3	46	32	19	43	61	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	408	39243	98	98	99	525	536	568	2	4	2	35	24	12	63	72	85	NA	NA	1
Male	30	412	40413	94	98	98	446	506	541	23	9	4	63	40	26	13	51	70	NA	NA	0
African American	NC	20	4285	NC	100	99	NC	500	548	NC	10	3	NC	45	22	NC	45	74	NC	NA	0
Hispanic	75	761	31254	96	98	99	493	521	539	11	7	5	47	32	25	43	62	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	--	25	37668	--	93	99	--	528	569	--	4	1	--	28	13	--	68	85	--	NA	1
Students with Disabilities	NC	56	8943	NC	85	92	NC	477	495	NC	13	11	NC	54	51	NC	34	38	NC	NA	1
Students without Disabilities	70	768	70791	96	100	100	499	524	561	9	6	2	46	30	15	46	63	83	NA	NA	0
Limited English Proficient Students	46	286	9138	94	95	97	468	481	492	15	14	13	57	52	46	28	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	76	814	33718	96	97	97	494	521	538	11	7	5	46	32	26	43	62	69	NA	NA	0
Non-Economically Disadvantaged	--	10	46016	--	NA	100	--	NA	567	--	NA	2	--	NA	14	--	NA	84	--	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	NA	56	100	24	36	51	100	20	35	56
	Language	--	--	28	48	100	22	33	47	100	21	32	50
	Mathematics	--	--	45	66	100	23	33	52	100	18	34	58
7	Reading	--	--	NA	54	100	26	32	50	100	17	28	54
	Language	--	--	32	58	100	33	37	52	100	24	35	58
	Mathematics	--	--	40	62	100	30	36	50	100	25	34	54
8	Reading	--	--	NA	55	100	31	35	51	99	21	37	58
	Language	--	--	26	52	100	38	41	50	99	32	41	56
	Mathematics	--	--	40	61	100	40	43	53	99	22	41	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



### School Site Council

#### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

#### Council Duties

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	3.00	Teacher Aide	4.00

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	0	2	0	0
7 to 9 years	0	2	0	0
10 or more years	0	1	0	0

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	31%
Percent of core classes not taught by Highly Qualified Teachers	7%

### Resources Available at School Site

#### Special Facilities

Ü Media Center	Ü Science Labs
Ü Art Room	Ü Technology Lab

#### Extracurricular Activities

Ü Sports	Ü Science Club
Ü Student Council	Ü Lego/Robotics Club
Ü School Newspaper	Ü Math Club
Ü ELL Assistance	Ü Cheerleading/Dance Club

#### Social Services

Ü Conflict Resolution	Ü Individual and Group Counseling
Ü After School Tutoring	
Ü Parenting Classes	
Ü Parent ESL Classes	

## Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	86	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The three incidents that occurred on campus last school year were related to intimidation as well as possession of a small knife. This year, we have implemented a new discipline system and, within the first 50 days of this school year, have had zero (0) incidents requiring assistance from law enforcement.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Chad Gestson	(602) 442-2850
Transportation Policy	Antonio Mlybeck	(602) 484-4104
Community Resources	Becky Gallegos	(602) 484-4123
School Nutrition Programs	Joan Chiarello	(602) 484-4700
Parent Organization	Chad Gestson	(602) 442-2850
Student Health/Nurse	Teresa Balboa	(602) 442-2850

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.